

#21907

Daily Physical Activity Initiative in Alberta Schools

Creating a Desire to Participate

ATA LIBRARY
11010 - 142 Street NW
Edmonton, AB
T5N 2R1



Discussion Paper
October 2004

Alberta
LEARNING

AE
DAI

TABLE OF CONTENTS

BACKGROUND	1
Purpose of Discussion Paper	1
DPA Initiative	2
Consultations	3
WHAT THE RESEARCH TELLS US	5
Trends	5
Short-term/Medium-term Benefits of Physical Activity	5
Immediate Academic Benefits of Physical Activity	5
Long-term Benefits for Albertans	6
How Much Activity Is Enough?	6
ALBERTA LEARNING'S RESPONSE TO WHAT WE HEARD	7
Time Allocation and Timetabling	7
Quality of Learning Experiences	9
Infrastructure and Facilities	12
DPA in Senior High Schools	13
Successful Implementation	15
APPENDIX 1: K-12 PHYSICAL EDUCATION	16
APPENDIX 2: K-9 HEALTH AND LIFE SKILLS	17
APPENDIX 3: HIGH SCHOOL GRADUATION REQUIREMENTS	18
REFERENCES	20

BACKGROUND

Purpose of Discussion Paper

The purpose of this Discussion Paper is to provide:

- a synthesis of feedback from the participants of the stakeholder consultations that occurred in March and April 2004
- background information on the Daily Physical Activity (DPA) Initiative
- supporting research
- Alberta Learning's responses to some of the implementation challenges that were identified in the consultations
- a forum for discussion on the implementation of the DPA Initiative.

The following associations have been asked for a formal response to the document in order to develop guidelines and support materials related to DPA implementation: Alberta Association of Alberta Public Charter Schools, Alberta Home and School Council Association, Alberta School Board Association, Association of School Business Officials of Alberta, Alberta Teachers' Association, Alberta Teacher Educators of Physical Education, College of Alberta School Superintendents, Alberta Parks and Recreation Association, Alberta Regional Professional Development Consortia, Association of Independent Schools and Colleges of Alberta, the Comité des équipes de direction des écoles francophones de l'Alberta, the Fédération des conseils scolaires francophones de l'Alberta and the Fédération des parents francophones de l'Alberta.

Individual responses are not being solicited formally but if you have further questions related to the DPA Initiative, please contact Marg Schwartz, Resource Manager, Learning and Teaching Resources Branch at (780) 644 5274 or e-mail at Margaret.Schwartz@gov.ab.ca or Christine Bouchard, Program Manager, French Language Services Branch at (780) 422 7989 or e-mail at Christine.Bouchard@gov.ab.ca.

BACKGROUND *(continued)*

DPA Initiative

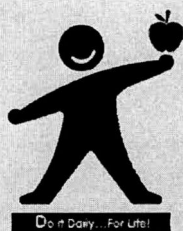
In August 2003, the Honourable Dr. Lyle Oberg, Minister of Learning, announced that daily physical activity would be implemented in all schools in Alberta. The goal of the Daily Physical Activity (DPA) Initiative is to optimize the activity levels of students in order to address growing obesity rates and chronic diseases associated with decreased physical activity levels.

A minimum of 30 minutes of daily physical activity, linked to the acquisition of the knowledge, skills and attitudes of the current Physical Education program, will become mandatory in Alberta schools in September 2005 for grades 1-9 and in September 2006 for grades 10-12. Schools may choose to implement the DPA requirement in the 2004/2005 school year.

Alberta Learning will work collaboratively with school authorities and partnering ministries to develop program and policy supports and strategies. Local authorities will decide how to support implementation of the requirement for daily physical activity.

The expected outcomes of the DPA Initiative are that through a supportive environment and well-planned programs, schools will:

- optimize physical activity levels of students during the school year
- increase/maintain knowledge, skills and attitudes of students necessary to lead an active, healthy lifestyle.



Physical activity is vital to all aspects of normal growth and development, and the benefits are widely recognized. Students do not automatically develop the requisite knowledge, skills and attitudes that lead to active, healthy lifestyles. Such learning should begin in childhood. Schools and teachers can be prime facilitators in providing opportunities for the development of the desire for lifelong participation in physical activity.

Alberta Learning K-12 Physical Education Program of Studies, 2000, p. 1

BACKGROUND *(continued)*

Consultations

The consultation process began with an initial stakeholder meeting in Edmonton, hosted by the Deputy Minister of Learning Maria David-Evans, on February 18, 2004. Throughout the months of March and April 2004, consultations with stakeholders on the DPA Initiative were held across the province.

The provincial consultation meetings were held in Grande Prairie, Red Deer, Calgary, Lethbridge, Edmonton and Medicine Hat. The purpose of the meetings was to:

- increase awareness and understanding regarding the implementation of the DPA Initiative
- gather information about current practices from across the province
- give participants an opportunity to identify and discuss issues related to the implementation of the DPA Initiative.

Every school jurisdiction in Alberta was invited by Alberta Learning to send one representative to attend the consultation meeting in their area. Over 400 stakeholders attended the provincial consultations. The stakeholders included teachers, principals, superintendents, parents, as well as interested participants from the community, such as health professionals, provincial sporting associations and recreational practitioners.

Stakeholders, who were unable to attend the meetings, shared both their perceived challenges and suggestions for implementation, in letters, phone call conversations and e-mails.

During the consultations, there was general acceptance and support for the initiative. Many stakeholders were pleased to see Alberta Learning implement an initiative to increase physical activity. The following are some of the positive responses.

- Increasing activity levels of students in the school environment is a positive direction to take.
- By implementing daily activity, we have the opportunity to create a societal and cultural change.
- It is good to see that physical education/activity is being given a higher priority.
- Participants who were supportive of physical activity felt that this initiative was catching up to the current good practices occurring in many schools.
- This fits in well with the aims of the existing Health and Life Skills and Physical Education programs, as well as addressing, in part, the recommendation from Alberta's Commission on Learning (ACOL) that called for a new wellness program (ACOL recommendation 7).

BACKGROUND *(continued)*

Many stakeholders understood the significance of creating a healthy school environment and saw the DPA Initiative as an opportunity to advocate for quality physical education programming. They recognized the fact that Alberta is the only province in Canada to have mandated daily physical activity in schools. There were several participants who also felt that the DPA Initiative addressed only one component of student health. These participants suggested that the comprehensive school health approach focusing on other health behaviour as well should be addressed (e.g., developing nutrition policies in schools).

There was a general recognition that many schools in Alberta have been implementing daily physical education for many years. There are currently 120 schools in Alberta who have received national recognition from the Canadian Association for Health, Physical Education, Recreation and Dance through their Quality Daily Physical Education program. For more information on this program and a list of schools who are currently involved, see www.cahperd.ca.

There are also over 160 schools that have planned activities to increase the health and well-being of their school community through enrolment in the Ever Active Schools program. For more details on this program, coordinated by the Health and Physical Education Council (HPEC) of the Alberta Teachers' Association, see www.everactive.org.

Stakeholders at the consultations were asked to identify issues and beliefs related to daily physical activity. The most common issues identified were those relating to:

- time allocation and timetabling
- quality of learning experiences
- infrastructure and facilities
- DPA in senior high schools
- successful implementation.

WHAT THE RESEARCH TELLS US



Strong evidence exists that physical activity contributes to the overall well-being of individuals. People of all ages can substantially improve their health and quality of life by including a moderate amount of physical activity into their daily routines. Participation in physical activity contributes to physical, mental and social well-being providing benefits to the individual and the community.

Alberta Learning *K–12 Physical Education Program of Studies*, 2000, p. 2

Trends

- The World Health Organization (2002) reported that in 2001, 1.9 million global deaths were attributed directly to physical inactivity. Specifically, "physical inactivity caused 15% of some cancers, diabetes and heart disease" (reference 26).
- In 1998, Canadians 15 years and older spent an average of 15 hours per week watching television compared to only 7 hours per week in active leisure pursuits. Time spent playing video games by Canadian children is amongst the highest in the world. In 1998, less than 37% of 5- to 18-year-olds walked to school (reference 2).
- In 2000, 57% of Canadian children and youth aged 5 to 17 years were not sufficiently active to meet international guidelines for optimal growth and development (reference 4). For adolescents, this number grew from 64% in 2000 (reference 4) to 82% in 2002 (reference 3).

Short-term/ Medium-term Benefits of Physical Activity

- Physical activity plays an important role in reducing anxiety, depression and tension, and has positive effects on the emotional state of both young and old people. In children, physical activity results in increased self-esteem and perceived physical competence, elements that enable children to cope with mental stress (reference 6).
- Children and youth who participate in regular physical activity are less likely to smoke or consume alcohol or drugs (reference 22).
- On days that students participate in physical education classes at school, they are more likely to be active during their leisure time than on days they receive no physical education (reference 5).

Immediate Academic Benefits of Physical Activity

- Moderate to vigorous physical activity favourably enhances performance in classroom functions such as arithmetic, reading, memorization and categorization (reference 10).
- Research demonstrates that a reallocation of curricular time toward physical education has no negative impact on academic performance and may in fact facilitate academic performance (references 19, 20).
- Regular participation in physical education and physical activity is related to improved self-esteem, which in turn is related to better academic achievement, especially in young girls (reference 22).

WHAT THE RESEARCH TELLS US *(continued)*

Long-term Benefits for Albertans

- Canadian children and youth already face risks for a number of chronic diseases due to an increasingly sedentary lifestyle. Over the past two decades, numbers of overweight and obese children have nearly tripled in Canada. Obese children and adolescents have a greater occurrence of hypertension, high cholesterol levels and incidence of Type 2 diabetes (reference 2).
- In 2001, the economic burden of illnesses or injuries associated with physical inactivity was \$5.3 billion (\$1.6 billion in direct costs¹, \$3.7 billion in indirect costs²). This represented 2.6% of all health care costs in Canada that year (reference 9).
- Regular physical activity can reduce the risk of colon cancer, diabetes and osteoporosis. In addition, there is evidence that physical activity during adolescence may protect women against later development of breast cancer (reference 17).

How Much Activity Is Enough?

Health Canada's Physical Activity Guides to Healthy Active Living for Children and Youth recommend that inactive children and youth increase the amount of time they currently spend being physically active by at least 30 minutes per day and decrease the time they spend in sedentary activities by 30 minutes per day. This *Guide* suggests that over several months, children and youth (aged 6–14 years) should accumulate at least 90 minutes of physical activity per day and reduce sedentary activities like playing video games and watching television by 90 minutes per day. For healthy growth and development, children and youth need daily physical activity, which means at least 60 minutes of moderate physical activity (e.g., brisk walking) and 30 minutes of vigorous physical activity (e.g., running, soccer) each day.

Health Canada also has established physical activity guidelines for 15-year-olds to adults. These guidelines indicate that this age group should receive 30 to 60 minutes of physical activity most days of the week (reference 7).

For more information, see www.paguide.com.

1. Direct costs were defined as “the value of goods and services for which payment was made and resources were used in treatment, care, and rehabilitation related to illness or injury” (reference 9, p. 100).
2. Indirect costs were defined as “the value of economic output lost because of illness, injury-related work disability, or premature death” (reference 9, p. 100).

ALBERTA LEARNING'S RESPONSE TO WHAT WE HEARD

Time Allocation and Timetabling

What We Heard

- Alberta Learning needs to provide direction and leadership to assist schools in deciding how to allocate instructional time to support the implementation of initiatives including the Languages Initiative and the DPA Initiative.
- The timetabling of 30 minutes of physical activity on a daily basis would be a challenge for some schools.
- The term "daily" does not allow for flexibility for schools to make individual decisions on how to increase physical activity levels of students. For example, schools that currently offer 45-minute physical education classes four times per week may actually reduce physical education/activity time in order to meet the stipulated 30 minutes per day.
- Timetabling will become very difficult for some schools that have a particular instructional focus, e.g., fine arts programming, balanced literacy programs.

Alberta Learning's Response

Time allocation

The *Guide to Education: ECS to Grade 12* recommends time allocations for different subject areas in grades 1-9. School jurisdictions make local decisions and have some flexibility as to the exact time allocations for each subject at the elementary and junior high school levels.

Currently, the *Guide*:

- requires that students in grades 2-9 have access to a minimum of 950 hours of instruction per year in each grade; for grade 1, alternative minimum times are permissible to enable a smooth transition from Early Childhood Services (ECS)
- recommends that students in grades 1-6 have 10% (95 hours) per year allotted for health and physical education
- recommends that students in grades 7-9 have a minimum of 75 hours per year for physical education, which amounts to about 8% (75/950) of the mandated instructional hours.

Alberta Learning acknowledges that the current guidelines for time allocation have not been reviewed for some time and has initiated an internal review of instructional time allocations. Schools will continue to make local decisions on the exact time allocations for each subject area. The implementation of daily physical activity is expected to occur during instructional hours.

Timetabling daily physical activity

Research has indicated that creating an environment that models and supports daily physical activity is important to changing student health habits. "Doing it daily" is important to enable students to develop healthy, active lifestyles.

There is some research to indicate that students will change behaviours to a greater degree if learning experiences are consistent, are provided more than three times a week and are supported by teacher role models (reference 11). The DPA Initiative is being instituted on a daily basis to address physical inactivity and to provide an environment that is supportive of this concept.

Because Health Canada has recognized a need to have students aged 6 to 14 accumulate 90 minutes of physical activity per day, it is felt that the school is an ideal setting for providing 30 minutes of this recommended time.

Moreover, many national and international associations (e.g., Canadian Medical Association, World Health Organization, Center for Disease Control in Atlanta, Alberta Teachers' Association) have recommended the implementation of daily physical education/activity for all school-aged children.

As of September 2005, schools with grades 1-9 will be expected to provide a minimum of 30 minutes of daily physical activity linked to the acquisition of the knowledge, skills and attitudes of the current Physical Education program. Some schools have opted to do this during the 2004/2005 school year, while others have been offering daily physical education for years.

One of the most effective ways to implement the DPA Initiative would be to schedule daily physical education. However, that may not always be feasible, and schools should then plan to provide students with physical activity opportunities on days when physical education is not scheduled. A variety of ways could be used to incorporate the minimum of 30 minutes of activity for the day (e.g., fitness activities in the classroom and walking programs for students and staff). There are also some opportunities to connect the DPA Initiative to existing programs (e.g., K-9 Health and Life Skills).

Local jurisdictions currently choose how they utilize the 950 hours of instruction required for grades 1-9, within a maximum of 200 teaching days in a school year (section 97(2), *School Act*). There are a variety of programming models of time allocation used across the province. Some jurisdictions may need to make adjustments to existing schedules and teaching days to meet the requirements for implementation of daily physical activity.

To support the implementation of the DPA Initiative, Alberta Learning will collect examples of timetables and effective practices from schools that are currently implementing daily physical activity/education, include some of the examples in support resources and make these resources available (in French and English) to all schools.

ALBERTA LEARNING'S RESPONSE TO WHAT WE HEARD *(continued)*



To achieve overall health goals for students, connections between instruction, services and supports within the school, home and wider community are needed ... The health of students is viewed as an integral component of a larger system of health within the home, school and community environment.

Alberta Learning *K–9 Health and Life Skills Program of Studies*, 2002, p.1

Education is a shared responsibility involving students, parents, teachers, the school and the community. Within each day, whether at home, school, or in the community, there is structured and unstructured time available for meeting the aim of the Physical Education program that contributes to student well-being.

Alberta Learning *K–12 Physical Education Program of Studies*, 2000, p. 1

Quality of Learning Experiences

What We Heard

- Lack of quality in the physical activity experiences could potentially be damaging to student attitudes toward physical activity.
- Providing 30 minutes of physical activity will negatively affect the quality of some school programs because short periods do not allow time for access to a community facility.
- Lack of teacher expertise, particularly at the elementary school level, will affect quality of learning experiences. Specialists need to deliver physical activity programs.
- Professional development to assist implementation is important, e.g., increasing teacher expertise and administrator/parent awareness.
- Post-secondary institutions providing teacher pre-service programs need to include curricula on physical education and health education pedagogy.

Alberta Learning's Response

Teacher expertise

In Alberta, school jurisdictions make individual decisions on teaching assignments utilizing the expertise available within their staff. Results from the World Summit on Physical Education called upon the international community to recognize the importance for all children to have access to quality physical education programs taught by trained teachers to ensure that all children receive and develop the necessary skills to lead healthy lives (reference 8). Hiring teachers who are knowledgeable and supportive of physical activity and providing ongoing professional development related to physical education/activity would enhance the learning experiences for students (reference 11).

Currently, teachers earning their Bachelor of Education degree in Alberta are not all required to include courses in health or physical education in their program. Alberta Learning is talking with post-secondary institutions that offer teacher preparation programs to see how pre-service programs could better support the knowledge, skills and attitudes of teachers related to physical activity/education.

ALBERTA LEARNING'S RESPONSE TO WHAT WE HEARD *(continued)*

To support teachers currently in the field, Alberta Learning has a Web site of activity suggestions and physical education support materials at www.learning.gov.ab.ca/physicaleducationonline/. This site, available in French and English, contains:

- links to authorized resources searchable by outcome
- a database of teacher-developed lessons that align with the outcomes
- a link to the Alberta Learning Web site where the *K–12 Physical Education Guide to Implementation* can be accessed
- a link to the 2Learn Web site
- teaching tools (information and templates related to the general outcome icons), warm-ups, lesson plan templates and teaching resources related to lessons that address the outcomes
- activities and lessons that address the outcomes for General Outcome "A" – Activity, General Outcome "B" – Benefits Health, General Outcome "C" – Cooperation, General Outcome "D" – Do It Daily ... For Life
- "interactives" that provide video clips of a variety of basic skills; the skills are illustrated through digital video technology so teachers can see and hear a break down of the learning components of each skill.

To support the implementation further, Alberta Learning is collaborating with the Alberta Regional Professional Development Consortium and Schools Come Alive in the development of professional development opportunities and resources for grade 1–9 teachers and administrators.

Alberta Learning is updating the *Physical Education Resource Guide* to include the most recently authorized resources and the latest links to community supports and services.

Quality of learning experiences

Providing an opportunity for physical activity (e.g., recess) does not necessarily mean that students will participate in physical activity, nor will they necessarily acquire the knowledge, skills and attitudes needed to lead an active, healthy lifestyle. Schools need to provide quality, planned activities. The World Health Organization's Global Initiative on Active Living (reference 25) stresses the importance of appropriate use of the physical education programs in schools to enhance physical activity among school-aged children and youth. By linking the DPA Initiative to the Physical Education program, there is more opportunity for quality of learning experiences.

A review of published studies by the United States Task Force on Community Preventive Services found that physical education classes taught in schools are effective in improving both physical activity levels and physical fitness among school-aged children. Based on these findings, the Task Force recommended implementing "programs that increase the length of, or activity levels in, school-based physical education classes based on strong evidence of effectiveness" (reference 2).

ALBERTA LEARNING'S RESPONSE TO WHAT WE HEARD *(continued)*

Comprehensive school health programs can be an effective approach for promoting physical activity and healthy eating, and possibly reducing obesity (reference 2). In Alberta, both the K–12 Physical Education and the K–9 Health and Life Skills Programs of Study support the development of healthy, active lifestyles and the health program promotes a comprehensive school health approach to addressing student health issues (see Appendix 1 and Appendix 2). The creation of a physical environment that supports curriculum and instruction is important for changing health behaviours. The DPA Initiative sets the stage for the creation of such an environment.

Daily physical activity is not meant to replace the physical education or health and life skills programs. It is intended to enhance them. In fact, the best way to implement daily physical activity would be to schedule daily physical education.

Alberta Learning will make available to schools an administrator's handbook that will include guidelines regarding the quality of physical activity and tools for assessing the quality of program delivery. Alberta Learning's current guidelines for quality learning experiences can be found on page 1 of the *K–12 Physical Education Program of Studies*.

ALBERTA LEARNING'S RESPONSE TO WHAT WE HEARD *(continued)*

Infrastructure and Facilities

What We Heard

- There is the potential that the infrastructure—space, including numbers of gymnasiums—will be inadequate to support the implementation of the DPA Initiative.
- Funding will be needed to cover the costs of community facility usage, increased equipment costs, joint-use issues and transportation.
- Issues related to liability have made community facility usage problematic, i.e., insurance companies have restricted the use of many recreational facilities or made the tracking and accountability appear, to many schools, to be insurmountable.

Alberta Learning's Response

There are many opportunities for physical activity outside of a gymnasium or other typical physical activity spaces. Classrooms provide adequate space for students to participate in fitness activities, aerobic-type activities, dance, tai chi, yoga or other activities that do not require large spaces. School grounds provide appropriate places for activity, e.g., Tarmacs, fields, playgrounds and other activity spaces. Many schools currently provide daily activities in outside activity spaces, depending on weather conditions, and have found creative ways to optimize the use of their gymnasiums and/or alternative spaces and facilities. The *Administrator's Handbook on DPA* will illustrate some of these.

Schools will be encouraged to optimize the use of their gymnasiums and make use of alternative activity spaces, such as vacant classrooms, outdoor playgrounds and community facilities.

Some older schools may have inadequate activity spaces. Alberta Infrastructure has indicated that health and safety are the first items taken into account when the construction or renovation of schools is being considered. Infrastructure will review the current standards to ensure that safety guidelines for physical activity are met.

Under the present funding framework, school jurisdictions have flexibility as to the use of funds that are allocated to them. No extra funding will be provided specifically for the implementation of the DPA Initiative.

ALBERTA LEARNING'S RESPONSE TO WHAT WE HEARD *(continued)*

DPA in Senior High Schools

What We Heard

- It is not feasible to implement anything at the senior high school level for 30 minutes daily—the semester system run by most senior high schools is not conducive to any program being delivered on a daily basis.
- If daily physical activity is to be taken seriously, there must be changes made to the requirements for senior high school graduation, e.g., changing the requirement for senior high school graduation to mandate physical education/activities.
- Currently, senior high school students choose courses that will support their future goals, as well as fulfilling the requirements of a senior high school diploma. By mandating a required DPA course, students may be forced to reduce the number of other courses they can take, thus limiting choice.
- Some students may be reluctant to participate in DPA as they do not view physical activity as an essential lifestyle choice.
- Senior high school sports and extracurricular involvement should be included in the daily requirement for physical activity to recognize those students who are already active.

Alberta Learning's Response

Currently, Physical Education 10 is a requirement for an Alberta Senior High School Diploma (see Appendix 3 for current high school graduation requirements). Physical Education 20 and 30 are optional courses. In each of the past five years, approximately 25% of senior high school students who completed their senior high school diploma were credited for Physical Education 30. A smaller number are enrolled in other locally developed activity-based courses. Any changes to the mandatory senior high school graduation requirements could potentially reduce the availability of other optional courses.

Students currently receive credit for approved locally developed courses, however, the policy and procedures governing locally developed/acquired and authorized junior and senior high school complementary courses stipulate that:

Courses should have an instructional focus and shall not replace activities that are a normal part of:

- (1) extracurricular or co-curricular programs offered by a school, e.g., school team sports, school newspaper, yearbook; and
- (2) community programs offered by individuals or organizations, e.g., figure skating, ballet, sports activities, clubs.

(Policy 1.2.1, Procedure 6)

ALBERTA LEARNING'S RESPONSE TO WHAT WE HEARD *(continued)*

Alberta Learning does not provide funding to school authorities for extracurricular sport and community activities such as hockey, football, boxing, martial arts, rock climbing, dancing, figure skating, rugby, and soccer. These extracurricular activities are very difficult to monitor and assess, could potentially be delivered in conditions that do not meet the *Safety Guidelines for Physical Activity in Alberta Schools* (2003), and do not meet the following *Guide to Education: ECS to Grade 12* requirements. The *Guide to Education* indicates that students shall be awarded credits, by Alberta Learning, subject to the following departmental requirements:

- instruction is provided by qualified teachers holding valid Alberta teaching certificates
- the content of each activity follows that outlined in the *Program of Studies: Senior High Schools*
- student evaluation is carried out in accordance with school authority policy and is consistent with provincial policy.

Alberta Learning acknowledges the challenges faced by senior high schools with regard to the implementation of the DPA Initiative. Further investigation of options for senior high schools will continue in the 2004/2005 school year.

ALBERTA LEARNING'S RESPONSE TO WHAT WE HEARD *(continued)*

Successful Implementation

What We Heard

- The initiative must show that physical activity is fun, motivating and enjoyable.
- Students should have a choice of participating in a broad variety of physical activities, beyond team sports.
- There should be support from the school administration, as well as from the family members, to facilitate change in the school and home environment.
- There must be some form of accountability for this to be successfully implemented.

Alberta Learning's Response

Creating a desire to participate

As stated under quality of learning experiences, teachers who are knowledgeable are better able to provide motivating experiences for students. The need to include parents and the community in creating a culture of healthy, active living is also important for successful implementation.

Alberta Learning will provide schools with an administrator's handbook that will include guidelines regarding the quality of physical activity and tools for assessing the quality of program delivery. Alberta Learning also will develop awareness materials (i.e., video or multimedia resource) that could be used with school staff and the parent community to increase awareness of the initiative, as well as to promote the importance and benefits of physical activity and the creation of healthy school environments.

Accountability

Currently, schools are accountable to Alberta Learning and the public through the *Government Accountability Act*. The Government of Alberta requires that all schools and school jurisdictions produce and make public Education Plans and Annual Education Results Reports (AERRs). Through these processes, schools will be asked to plan for and report on the implementation of the DPA Initiative.

In addition, the Alberta Learning DPA Team, together with representatives from the System Improvement and Reporting Division and researchers from Alberta universities, are developing an evaluation plan to assess the impact of the DPA Initiative.

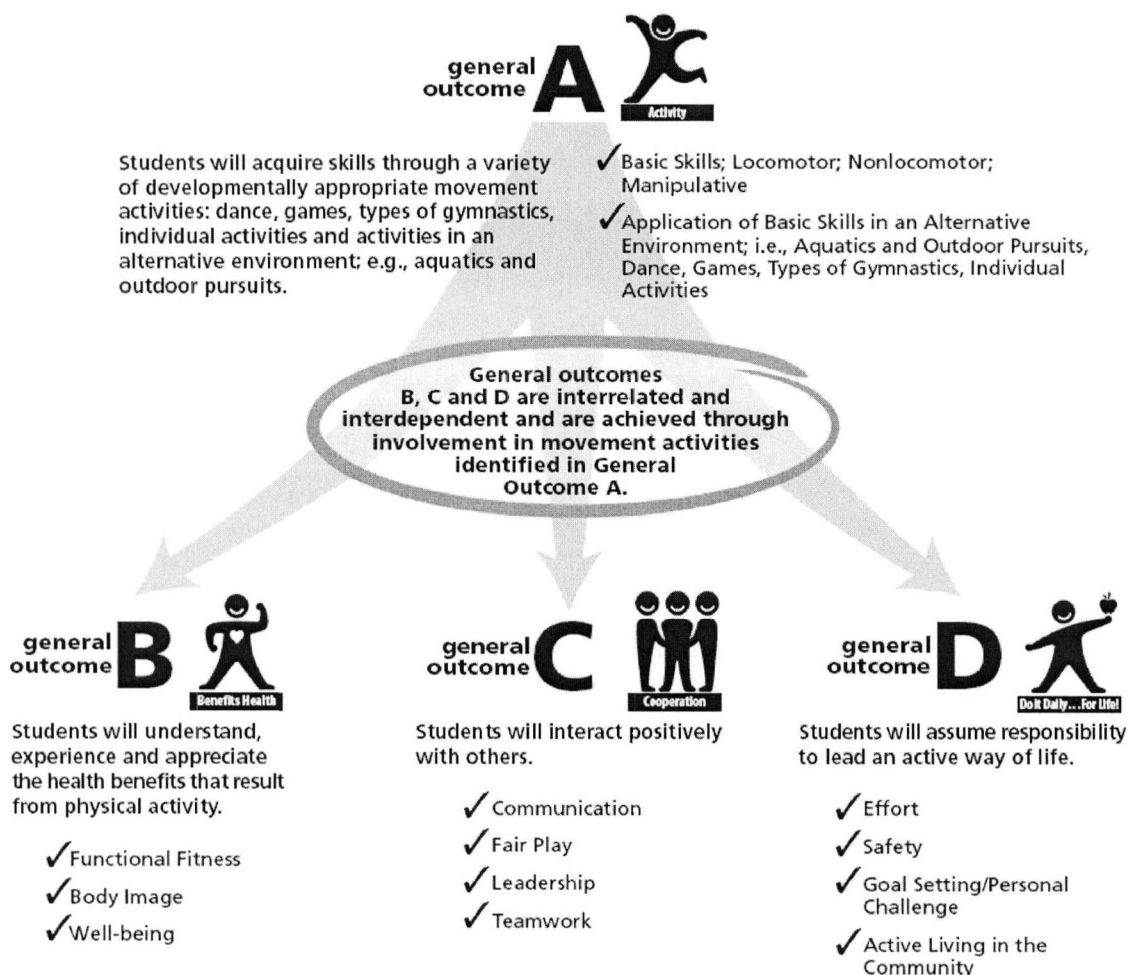
APPENDIX 1: K-12 PHYSICAL EDUCATION

K-12 physical education program of studies



In September 2000, the Physical Education Kindergarten to Grade 12 Program of Studies was approved for provincial implementation.

The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.



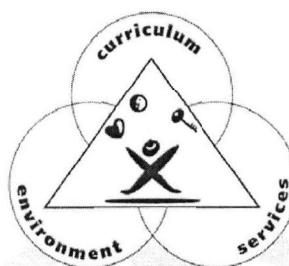
Resources available to support implementation:

- Alberta Learning Physical Education Online Web site: <<http://www.learning.gov.ab.ca/physicaleducationonline/>>
- Physical Education Guide to Implementation, Kindergarten to Grade 12 (LRC Product # 425597 - \$11.55 + GST) at Learning Resources Centre (LRC) Web site: <<http://www.lrc.learning.gov.ab.ca/>>
- Authorized Alberta Resources List at Alberta Learning Web site: <www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed/>

APPENDIX 2: K-9 HEALTH AND LIFE SKILLS

K-9 health and life skills program of studies

The aim of this new program is to enable students to make well-informed healthy choices and to develop behaviours that contribute to the well-being of self and others.



wellness CHOICES

Students will make responsible and informed choices to maintain health and promote safety for self and others.

- ✓ Personal health
- ✓ Safety and responsibility

life learning CHOICES

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

- ✓ Learning strategies
- ✓ Life roles and career development
- ✓ Volunteerism

relationship CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

- ✓ Understanding and expressing feelings
- ✓ Interactions
- ✓ Group roles and processes

Home, school and community partnerships are critical to the delivery of the program of studies.

Resources available to support implementation:

- Health and Life Skills, K-9 Guide to Implementation will be available for purchase at Learning Resources Centre (LRC) Web site: <http://www.lrc.learning.gov.ab.ca> (JUNE 2002)
- Authorized Alberta Resources List at Alberta Learning Web site: www.learning.gov.ab.ca/k_12/curriculum/bySubject/health/
- Assessment tools available from Alberta Assessment Consortium at www.aac.ab.ca in assessment tools (public domain)

APPENDIX 3: HIGH SCHOOL GRADUATION REQUIREMENTS

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1, 30-2, 30 or 33)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30 or 33)
MATHEMATICS – 20 LEVEL¹ (Pure Mathematics 20, Applied Mathematics 20 or Mathematics 24)
SCIENCE – 20 LEVEL² (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
10 CREDITS IN ANY COMBINATION FROM: • Career and Technology Studies (CTS) • Fine Arts • Second Languages³ • Physical Education 20 and/or 30⁴ • Locally developed/acquired and locally authorized courses in CTS, fine arts or second languages • one 36-level course from any IOP Occupational cluster • one 35-level locally developed IOP course, or • two 35-level courses from any trade in the Registered Apprenticeship Program
10 CREDITS IN ANY 30-LEVEL COURSE⁵ (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) • Locally Developed/Acquired and Locally Authorized Courses • 3000 Series; Advanced Level in Career and Technology Studies Courses • 35-level Work Experience⁶ • one 36-level IOP Occupational Course • one 35-level Locally Developed IOP Course • two 35-level courses from any trade in the Registered Apprenticeship Program • two 30-level courses from any Green Certificate Specialization

(continued)

APPENDIX 3: HIGH SCHOOL GRADUATION REQUIREMENTS

(continued)

(continued)

- ❶ For students who entered Grade 10 before September 1998, the mathematics requirement—Mathematics 20 or 23 or 24—may also be met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; e.g., Mathematics 10 and Mathematics 14. Students may also use Pure Mathematics 10, Applied Mathematics 10, Mathematics Preparation 10 (5 credits) in conjunction with Mathematics 10 or Mathematics 13 to meet this requirement.
- ❷ The science requirement—Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 10 and Science 14.
- ❸ Students may earn any number of credits in each second language, but only 25 credits in each second language studied may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- ❹ Students entering Grade 10 in the 1998–1999 school year and subsequent school years will be able to use Physical Education 20 and/or 30 to meet this 10-credit requirement.
- ❺ Integrated Occupational Program (IOP) students who wish to transfer to an Alberta High School Diploma route at any time must meet the requirements outlined above. One 36-level course (10 credits) from any occupational cluster, or 10 credits from any Green Certificate Specialization or two 35-level RAP courses are acceptable for students transferring from IOP to the Alberta High School Diploma program in order to meet the 10-credit requirement in any 30-level courses.
- ❻ Students may earn any number of credits in work experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

FURTHER NOTES:

- For 30-level courses that have a diploma examination, the final course mark consists of an average of the school-awarded mark and the diploma examination mark.
- Students in Francophone programs should consult the Alberta High School Diploma Graduation Requirements for French First Language—Francophone in this *Guide*.
- Mature students should consult the Mature Students section in this *Guide* for applicable graduation requirements.

REFERENCES

1. Cameron, C., Craig, C. L., Coles, C., and Cragg, S. (2003). *Increasing physical activity: Encouraging physical activity through school*. Ottawa, ON: Canadian Fitness and Lifestyle Research Institute. Retrieved July 29, 2004, from <http://www.cflri.ca/pdf/e/2001capacity.pdf>.
2. Canadian Institute for Health Information (2004). *Improving the health of Canadians*. Ottawa, ON: Canadian Population Health Initiative.
3. Craig, C. L., and Cameron, C. (2004). *Increasing physical activity: Assessing trends from 1998 to 2003*. Ottawa, ON: Canadian Fitness and Lifestyle Research Institute. Retrieved July 29, 2004, from <http://www.cflri.ca/pdf/e/2002pam.pdf>.
4. Craig, C. L., Cameron, C., Storm, Russell, S. J., and Beaulieu, A. (2001). *Increasing physical activity: Supporting children's participation*. Ottawa, ON: Canadian Fitness and Lifestyle Research Institute. Retrieved July 29, 2004, from <http://www.cflri.ca/pdf/e/2000pam.pdf>.
5. Dale, D., Corbin, C. B., and Dale, K. S. (2000). Restricting opportunities to be active during school time: Do children compensate by increasing physical activity levels after school? *Research Quarterly for Exercise and Sport* 71, pp. 240 248.
6. DeMarco, T., and Sidney, K. (1989). Enhancing children's participation in physical activity. *Journal of School Health* 59 (8), pp. 337 340.
7. Health Canada (2002). *Physical Activity Guide to Healthy Active Living for Children and Youth*. Ottawa, ON: Publications Health Canada, from www.paguide.com.
8. International Council of Sport Science and Physical Education (2001). The Berlin call for action. In G. Doll-Tepper, and D. Scoretz (Eds.). *Proceedings: World summit on physical education* (pp. 113 136). Berlin, Germany: International Council of Sport Science and Physical Education.
9. Katzmarzyk, P. T., and Janssen, I. (2004). The economic costs associated with physical inactivity and obesity in Canada: An update. *Canadian Journal of Applied Physiology* 29 (1), pp. 90 115.
10. Keays, J. and Allison, K. (1995). The effects of regular moderate to vigorous physical activity on student outcomes: A review. *Canadian Journal of Public Health* 86 (1), pp. 62 65.
11. Mandigo, J. L., Thompson, L., Spence, J., Melnychuk, N., Schwartz, M., Marshall, D., and Causgrove Dunn, J. (2004b). A descriptive profile of physical education teachers and related program characteristics in Alberta. *Alberta Journal of Educational Research* 50, pp. 87 102.
12. Marshall, J. D. and Bouffard, M. (1997). The effects of quality daily physical education on movement competency in obese versus nonobese children. *Adapted Physical Activity Quarterly* 14, pp. 222 237.
13. McKenzie, T. L., Alcaraz, J. E., Sallis, J. F., and Faucette, F. N. (1998). Effects of physical education program on children's manipulative skills. *Journal of Teaching Physical Education* 17, pp. 327 341.
14. McKenzie, T. L., Feldman, H., Woods, S. E., Romero, K. A., Dahlstrom, V., Stone, E. J., Strikmiller, P. K., Williston, J. M., and Harsha, D. W. (1995). Children's activity levels and lesson context during third-grade physical education. *Research Quarterly for Exercise and Sport* 66, pp. 184 193.

REFERENCES (continued)

15. McKenzie, T. L., Sallis, J. F., Faucette, N., Roby, J. J., and Kolody, B. (1993). Effects of curriculum inservice program on the quality and quantity of elementary physical education classes. *Research Quarterly for Exercise and Sport* 64, pp. 178 187.
16. Pérez, C. E. (2003). Children who become active. *Supplement to Health Reports (Catalogue 82-003)* 14, pp. 17 28. Retrieved July 29, 2004, from <http://www.statcan.ca/english/freepub/82-003-SIE/2003000/pdf/82-003-SIE2003001.pdf>.
17. Reid, C., Dyck, L., McKay, H., Frisby, W. (2000). *The Health Benefits of Physical Activity for Girls and Women*; British Columbia Centre of Excellence for Women's Health; Vancouver. p. 9.
18. Sallis, J. F., McKenzie, T. L., Alcaraz, J., Kolody, B., Faucette, N., Roby, J., and Hovell, M. F. (1997). The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary students. *American Journal of Public Health* 87, pp. 1328 1334.
19. Sallis, J. F., and McKenzie, T. L., Kolody, B., Lewis, M., Marshall, S., & Rosengard, P. (1999). Effects of health-related physical education on academic achievement: Project SPARK. *Research Quarterly for Exercise and Sport* 70, pp. 127 134.
20. Shephard, R.J. (1997). Curricular physical activity and academic performance. *Pediatric Exercise Science* 9, pp. 113 126.
21. Shephard, R. J., and Trudeau, R. (2000). The legacy of physical education: Influences on adult lifestyles. *Pediatric Exercise Science* 12, pp. 34 50.
22. Stephens, T., and Craig, C. L. (1990). *The Well-being of Canadians: Highlights of the 1988 Campbell's Survey*. Ottawa, ON: Canadian Fitness and Lifestyle Research Institute.
23. Tremblay, M. S., Inman, J. W., and Willms, J. D. (2000). The relationship between physical activity, self-esteem, and academic achievement in 12-year-old children. *Pediatric Exercise Science* 12 (3), pp. 312 323.
24. Trudeau, F., Laurencelle, L., Tremblay, J., Rajic, M., and Shephard, R. J. (1998). A long-term follow-up of participants in the Trois-Rivières semi-longitudinal study of growth and development. *Pediatric Exercise Science* 10, pp. 366 377.
25. World Health Organization (2000). *Promoting active living in and through schools: Policy statement and guidelines for action* (Report No. WHO/NMH/HPS/00.4). Geneva, Switzerland: Department of NCD Prevention and Health Promotion. Retrieved July 29, 2004, from http://www.who.int/hpr/physactiv/docs/active_living_schools_english.pdf.
26. World Health Organization (2002). *The world health report 2002*. Geneva, Switzerland: World Health Organization Library. Retrieved July 29, 2004, from <http://www.who.int/whr/2002/download/en/>.